DOCUMENT RESUME

ED 256 917 CE 041 450

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TITLE Multicultural Nonsexist Education in Iowa Schools. Business Education.
INSTITUTION Iowa State Dept. of Public Instruction, Des Moines. Educational Equity Section.
PUB DATE 84
NOTE 29p.; For a related document, see CE 041 451.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Behavioral Objectives; *Business Education; Check Lists; *Distributive Education; Educational Legislation; Educational Philosophy; Educational Planning; Marketing; *Multicultural Education; Office Occupations Education; Program Development; Program Evaluation; *Program Implementation; *Self Evaluation (Groups); *Sex Fairness; State Legislation; Statewide Planning
IDENTIFIERS Iowa

ABSTRACT

This pamphlet is an aid for local business, office, and marketing educators and committees in implementing the business component of their school districts' multicultural, nonsexist education plans. Contents include a list of definitions, a discussion of the rationale and philosophy, and the text of the legal authority for multicultural, nonsexist education. Five goals are suggested as a model for the multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to business offerings. A self-evaluation checklist is then provided for use as a general guide in reviewing a curriculum program to determine how consistent it is with the basic concepts of multicultural, nonsexist education. Sections of the checklist relate to curriculum structure, curriculum content, instructional materials, and instructional strategies. An annotated bibliography lists resource materials that are recommended resources for business educators striving to implement multicultural, nonsexist programs. Another listing provides names, addresses, and telephone numbers of agencies or persons that may provide assistance, ideas, and information to schools striving to implement multicultural, nonsexist business education programs. (YLB)

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Table of Contents

This pamphlet is an aid for local business, office and marketing educators and committees in implementing that component of their school districts' multicultural, nonsexist education plans.

Page

Definitions 2

Rationale and Philosophy 3

Legal Authority 6

Goals and Objectives 7

Self-Evaluation Checklist 9

Bibliography 15

Resource Organization 24

Definitions

1. **Multicultural Education**: Educational processes that promote an understanding and appreciation of the cultural diversity of our pluralistic society. Within the total multicultural educational process, special emphasis shall be placed on the following groups: Asian American, Black American, Hispanic American, American Indians and the handicapped. The educational program shall be characterized by practices that provide equal opportunity for all participants regardless of race, color, age, national origin, religion or handicap.
2. **Nonsexist Education**: Educational processes that foster knowledge, respect and appreciation for the historical and contemporary contributions of men and women to society, as well as educational processes that reflect the wide variety of roles open to both men and women. The educational program shall be characterized by practices which provide equal opportunity to both sexes.
3. **Ethnocentric**: From the point of view of one's own ethnic group.
4. **Curriculum Structure**: Administrative procedures and decisions that have an impact on business, office and marketing programs. This includes decisions about scheduling practices, staff assignments, site selection, physical facilities, student access, etc.
5. **Curriculum Content:** The concepts, processes, facts and values taught in business, office and marketing programs.
6. **Instructional Materials**: All educational media and equipment used in the teaching process in business, office and marketing programs.
7. **Teaching Strategies**: The methods, manner and approaches the instructor uses in business, office and marketing programs.
8. **Business Education**: A broad and diverse discipline included in a variety of K-Graduate delivery systems. Business education has two purposes. The first is to educate individuals about business. The second is to provide a continuous program of planned learning experiences designed to equip individuals with the knowledge, attitudes and technological skills necessary for competing successfully for employment in business, office, marketing and management occupations.
9. **Entrepreneur**: One who organizes, owns, manages and assumes the risks of a business or business enterprise.
10. **Entrepreneurship**: The process of planning and organizing a business venture. It is the creative marshaling of people and resources to solve problems and meet needs by creating a business enterprise.
11. **Free Enterprise**: An economic system in which primary reliance is placed on private business operating in competitive markets to satisfy consumer demands and maintain equilibrium in the national economy. Government action in this respect is restricted to protecting the rights of individuals rather than acting as a directing economic force.
12. **Business Ethics**: A system of values used to guide business decision making that recognizes the importance of fair and honest treatment of all persons participating in the business environment.

Rationale and Philosophy

It is important for students to see themselves reflected in their school environment, whether it be in the curriculum, bulletin boards, instructional materials or staff membership. This is important for all students regardless of their sex, race, cultural background or disability. Students who do not see themselves reflected often feel alienated from the educational process and may soon question their own worth.

It is also vital that students see the contributions and perspectives of the disabled, other races and cultural groups, and the other sex reflected in the school environment. Students who are not exposed to other groups, through direct contact or indirectly through their educational program, often develop an inflated sense of self or group superiority (the "we did it all" syndrome). This can lead to patronizing attitudes toward other groups. The school environment and programs play an important role in developing healthy intergroup and interpersonal attitudes and relations.

Traditional school curriculum has been heavily influenced by the melting pot theory. This theory states that the many ethnic groups in the United States should be molded into a common group called "Americans," and have similar customs, values and language patterns. Cultural diversity was depicted as a source of division and conflict rather than a source of past, present and future richness, creativity and strength. This pressure toward conformity led to the suppression of many native and immigrant cultural patterns, and to the exclusion of the contributions and perspectives of women, minority groups, the disabled, and immigrants from southern and eastern Europe from the school curriculum. The result was a curriculum in which many citizens did not see themselves or other nonmajority groups reflected.

Multicultural, nonsexist curriculum is based on the theory of cultural pluralism. This theory celebrates the diversity that characterizes a nation in which 300 American Indian tribes joined with men and women from every continent and country on this planet. It represents cultural and sex role diversity as strengths that enrich the United States. The multicultural, nonsexist curriculum is one in which all citizens can see themselves and other groups reflected.

These concepts apply to all areas of the school curriculum, with special inferences to be drawn for the business curriculum. Students in this curriculum are acquiring knowledge, skills and attitudes about a major institution of our society, business, and a major societal value, belief in the free enterprise system. It is important that this curriculum also be consistently tied to our national ideal of equal educational and economic opportunity for all.

Minority groups, including women, have had a legacy of exclusion from equal participation in our free enterprise system of business. The result is that even today sex and race segregation in business occupations is a reality. Enrollments in business courses often reflect participation patterns in business careers: the great majority of business enterprises are owned and managed by majority males; 99 percent of all secretaries are female; and over one-third of all women in the workforce are in administrative support occupations. Only recently have minorities and women begun to make inroads into middle and upper management. Business educators have a vested interest in helping to counter bias and discrimination in the work place and in the schools. Until improved career paths, higher salaries and higher prestige are attached to office occupations, not enough students will see office education as an attractive option. Until students other than majority males can visualize themselves as successful managers and entrepreneurs, few females and minorities will be attracted to course work leading to these occupational areas.

Social and political forces are bringing change to the business sector. These forces are generating, for example, more equal treatment and pay, and more equal employment, training and promotion opportunities. In combination with social and political forces, trends in business itself are

working to direct the business curriculum toward one which is multicultural and nonsexist. Technological change in the business and office environment is blurring the lines between administrative support workers and managers, opening up career paths for employees who had been trapped in low-status jobs. Modern management and organizational theory, as researched and documented to promote business progress, increasingly defines excellent managers and organizations as being equally as concerned with human resources as with tasks, products and technology.

As a result, there is movement away from the traditional organization and management, which were unbalanced in favor of white males. The movement is toward philosophies and organizations that are open and process-oriented rather than closed and repressive. Both the increasingly pluralistic nature of U.S. society and the globalization of the economy require that business communications and transactions be conducted with a tact and courtesy based on cultural sensitivity and an awareness of the rapidly evolving roles of women and men. The recognition of the importance of small business to the national economy, combined with the realization that women and minorities are an untapped pool of entrepreneurial potential, has generated business opportunities that formerly did not exist. Each year, U.S. businesses and business organizations sponsor many programs and professional education opportunities that reflect these forces. These programs are designed to reduce discrimination and bias in the workplace and to increase employees' abilities to use business skills effectively in a multicultural, nonsexist environment. These concerns should also be reflected in a curriculum that prepares students for business careers.

Business, office and marketing education can incorporate MCNS considerations by attending to equity issues that will affect students in the classroom, in career decision making and on the job. Students should have some understanding of the contributions and roles of diverse groups and individuals in our business and economic history. The legal and societal constraints that operated to keep some groups either in lower echelons or entirely out of the business mainstream should be dealt with openly, and individuals and businesses that have breached those barriers should be recognized. Students should also be aware of, and have the opportunity to interact with, diverse members of the business community. Introducing female, minority and handicapped business persons in classrooms, career day events, auditoriums, advisory councils and student organization activities provides students with realistic role models who have achieved success. Students should learn sensitivity to race, culture and sex bias in the English language in order to be able to communicate across the total business environment. Recruitment activities, course descriptions and curriculum content should positively present all business, office and marketing offerings as unmistakably open, relevant and available to all students. Careers related to the broad area of business can be explored in ways that widen options for all students. The entrepreneurship component of the curriculum should be a force for enabling all students to see possibilities for themselves as self-employed business people regardless of gender or cultural background. When the school places students in the community for exploration and training, care must be taken so that their experiences are not limited by their race, sex or disability. Instructional materials and strategies should be evaluated to see what messages they give to male and female, minority and nonminority, handicapped and nonhandicapped students about their participation in business and as consumers of business goods and services.

Education for business does not exist in isolation and will not achieve educational equity in isolation. While it is usually viewed as beginning at the secondary level, basic understandings and attitudes about economics, business and careers are introduced and taught beginning at the primary level. Business teachers who call on their specialized knowledge of business to help other teachers, administrators, counselors and community members understand the importance of equitable approaches will provide for a broader base of student participation in business courses

and programs. If a variety of approaches and resources are put to effective use at all levels to foster educational equity, the full business potential of all students will be closer to being realized, our ideal of equal educational and economic opportunity will have been forwarded, our country will benefit from better use of its human resources, and today's students will be prepared to "do business" in a multicultural, nonsexist society.

The Legal Authority

Iowa Code
(Section 257.25, Paragraph 1)

The State Board shall promulgate rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

Iowa School Standards 670--3.5 (257)

3.5(3) Classroom instruction in each area of instruction shall be from a multicultural, nonsexist approach in each school district, kindergarten through grade twelve.

3.5(5) BOARD OF DIRECTORS RESPONSIBILITY FOR ASSURING MULTICULTURAL, NONSEXIST APPROACHES TO EDUCATIONAL PROGRAMS. Each board shall develop a written plan of action within one year of the effective date of this rule.* The plan shall include a specific timeline for implementation, not to exceed five (5) years, for achieving and maintaining a multicultural, nonsexist educational program. A copy of the plan shall be filed locally in a readily available form and location as evidence of compliance with this provision of the law.

3.5(5)c The multicultural, nonsexist educational plan shall include:
(1) Specific goals and objectives with implementation timelines for each component of the educational program;
(2) A description of the inservice activities planned for all staff members on multicultural, nonsexist education;
(3) Evidence of systematic input by men and women, minority groups, and the handicapped in the development and implementation of the plan, and that in schools where no minority students are enrolled, minority group resource persons shall be utilized at least annually;
(4) A description of the periodic, on-going system to monitor and evaluate the plan.

3.5(6) Instructional program for each subject. Classroom instruction in each subject taught in the schools shall be based on careful planning. The board shall require that a resource guide be developed for each instructional sequence reflecting multicultural, nonsexist approaches, and it shall include a statement of its educational purpose, suggested instructional activities, materials and content; and a description of the performance criteria used in evaluating each pupil's progress during the educational sequence.

The curriculum structure, content, instructional materials and teaching strategies shall reflect the contributions and perspectives of women and men and diverse racial/ethnic groups. Where sex and/or cultural-racial stereotyping exists in instructional materials it shall be brought to the attention of the students; and supplementary materials shall be used to offset the stereotyping. Multicultural, nonsexist instructional materials shall be adopted at the first opportunity to do so. The curriculum shall include activities which promote an awareness of sexism and cultural, racial bias in the English language.

*Effective date of rule: July 16, 1979.

Goals and Objectives

Multicultural, nonsexist (MCNS) education concepts should be an integral part of business programs, visible in the goals and objectives, curriculum guides and daily lesson plans. These five goals are suggested for the total multicultural, nonsexist education program. Each goal is accompanied by a set of objectives specifically pertaining to business offerings. Activities related to each of the objectives should be integrated into each grade level of business curricula.

Goal 1:

To help students develop positive and realistic self-concepts regardless of race, sex, cultural background or disability. This self-concept should be based on understanding and valuing their personal and group identities, as well as a greater awareness of their values and the relationship of those values to everyday decisions and actions.

Objective A: Students, regardless of race, sex, culture or disability will see themselves and others fairly reflected in the displays, instructional materials and activities of the business curriculum.

Objective B: Students will recognize that bias and stereotyping can negatively affect self-concept.

Objective C: Students will understand how business decisions and practices can be related to the cultural experience of those making decisions.

Objective D: Students will hear language patterns in the business curriculum that help them visualize possibilities for themselves unlimited by race, sex, culture or handicap.

Goal 2:

To help students understand that both sexes, diverse racial/cultural groups and the disabled have made valuable contributions to the heritage of the United States and that this diversity enriches and strengthens our country.

Objective A: Students will appreciate the contributions and experiences of diverse women and men across the business spectrum.

Objective B: Students will recognize that the contributions and viewpoints of some groups and individuals have been unrecognized or undervalued.

Objective C: Students will understand the importance of cross-cultural expertise in a multicultural, multinational economy.

Objective D: Students will understand that diversity of perspectives and backgrounds in the business arena brings a greater breadth of information, resources and alternatives for action.

Goal 3:

To help students explore a broad range of lifestyles and career roles regardless of their sex, disability, race or cultural heritage.

Objective A: Students will recognize that stereotypes based on disability, cultural heritage, race and sex may impact unreasonably on an individual's career choice.

Objective B: Students will be able to describe in unbiased ways the qualities, skills and preparation needed for careers in business and will examine personal goals in relation to these factors.

Objective C: Students will know that individuals, schools and business entities each have rights and responsibilities relative to equal opportunity in education for business and in employment.

Goal 4:

To help students understand that all persons have common needs, feelings and problems, while stimulating their respect for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism, cultural bias and bias toward the disabled are social phenomena.

Objective A: Students will understand that all cultures develop business, commerce and industry as systems for meeting human needs.

Objective B: Students will recognize that societal factors contribute to the involvement or exclusion of minority groups and women in particular occupations and roles related to business.

Goal 5:

To help students develop positive interpersonal and intergroup communication techniques, as well as a motivation to play an active role in solving societal conflicts. Inherent in this goal is understanding that many societal conflicts are a consequence of centuries of cultural and group conditioning, and that improved human relations depend on increased intergroup and interpersonal communication, understanding and cooperation.

Objective A: Students will show ability to communicate verbally and nonverbally in ways that are nonsexist and that respect diversity.

Objective B: Students will participate in activities that build trust and cooperation among culturally diverse individuals and groups and between the sexes.

Objective C: Students will demonstrate interpersonal communication skills such as active listening, humane expression of criticism or point-of-view and assertive behavior.

Objective D: Students will practice and improve group problem-solving and conflict-resolution skills.

Objective E: Students will demonstrate ability to recognize and rephrase biased language patterns.

A Self-Evaluation Checklist

School districts in Iowa are currently being asked to review their curriculum programs to determine how consistent they are with the basic concepts of multicultural, nonsexist (MCNS) education. This checklist is a general guide to use when looking at the business curriculum, K-12.

The answers to some questions in Section A may be obvious in some districts. They are asked because the makeup of the instructional staff and the student population have major implications for the strategies used in the MCNS education program. Districts with stereotypical staffing patterns (examples: all male administrators, all female office education instructors, all white staffs, all female clerical employees, etc.) should build objectives for change into their employment policies and practices. Scheduling traditions or policies that might reinforce or cause sex-typed class enrollments (80 percent or more of one sex) or minority isolation should be changed.

A. Curriculum Structure

1. Are there diverse role models (male-female, diverse cultures/races) teaching business subjects?

   Yes_____ No_____

   a. If the answer to question one is no, what caused this to happen? Are there long-range strategies for changing this pattern?

   b. What impact does this have on the strategies that will be used to achieve multicultural, nonsexist objectives?

2. Are there disabled employees on the school district staff who may serve as role models for students?

   Yes_____ No_____

3. Does the district avoid scheduling practices that result in sex-typed enrollments (80 percent or more of one sex) or the relative isolation of racial/cultural groups and the disabled?

   Yes_____ No_____

4. Is participation in all programs and activities that make up the business curriculum open to both sexes?

   Yes_____ No_____

5. Has there been meaningful interaction between business teachers and the personnel within the district responsible for implementing of multicultural, nonsexist education?

   Yes_____ No_____

6. Do all members of the business staff meet periodically to discuss and develop common goals and activities?

   Yes_____ No_____

7. Has inservice on multicultural, nonsexist approaches to business been provided for all business teachers?

   Yes_____ No_____

8. Have district administrators incorporated MCNS education concepts into the staff evaluation procedure?

   Yes_____ No_____

9. Are business units or courses given titles or descriptions that facilitate the movement away from segregation? Yes_____ No_____

10. Are regular opportunities provided for teachers to interact with the elementary teachers who introduce business content to students? Yes_____ No_____

11. Are business and career education advisory councils reflective of the community in regard to male-female population? Is there minority group representation? Are disabled persons represented? Yes_____ No_____

12. Have advisory council members been selected with consideration of their philosophies about MCNS business practices? Yes_____ No_____

13. Have prerequisites for upper-level courses been examined to ensure that they do not unnecessarily exclude any student? Yes_____ No_____

14. Are integrated exploratory programs required for both males and females? Yes_____ No_____

B. Curriculum Content

1. Does business communications content include activities or units dealing with the recognition of stereotyping and prejudice when it appears in the written and oral language? Yes_____ No_____

2. Are there activities in the marketing content which will help students analyze mass media advertising and other forms of promotion of ethnocentrism, sexism, and stereotyping or exclusion of the handicapped? Yes_____ No_____

3. Are there activities in the curriculum on human relations concepts such as active listening, barriers to communication, constructive feedback, assertive communication, etc.? Yes_____ No_____

4. Does the content of business treat men and women as having the same potential adult responsibilities and capabilities in regard to business? Yes_____ No_____

5. Does the business curriculum include career education units and activities that permit students to view women and men, minority and non-minority persons, disabled and able-bodied persons in a variety of career and consumer roles related to business? Yes_____ No_____

6. Does the business curriculum contain activities that prepare students to live and work with those physically and culturally different from themselves as well as those who are physically and culturally similar? Yes_____ No_____

7. Does the curriculum contain content about rights and responsibilities related to equal opportunity in business offerings and employment? Yes_____ No_____

8. Does the content encourage all students to assume a variety of roles in problem-solving situations (i.e. leadership, employee, executive, supervisory)? Yes_____ No_____

9. Does the content make it clear that disadvantaged and handicapped females have the same need for employability skills as disadvantaged or handicapped males? Yes_____ No_____

10. Does the content avoid suggesting that certain business occupations are for women, others for men; that certain kinds are for majority people, others for minority people? Yes_____ No_____

11. Does the content include information on the participation and distribution of women and minorities in the business force? Yes_____ No_____

12. Does the content include adequate discussion of nontraditional career choices for males and females? Yes_____ No_____

13. Does content on professional image analyze the degree to which the evaluation of personal appearance is affected by the cultural background of the viewer? Is content included about grooming for males and racial minority individuals? Yes_____ No_____

14. Does the content portray females and minority individuals working out technical/managerial problems as often as majority males? Yes_____ No_____

15. Does the curriculum include content that helps make students aware of the contributions of women and minority persons to the area of business in the past and present? Yes_____ No_____

16. Does the curriculum contain content that deals with the social biases which have had a negative impact on minorities and women in business and related employment? Yes_____ No_____

17. Is there a common K-12 curriculum guide for business that reflects multicultural, nonsexist concepts? Yes_____ No_____

18. Is there a variety of offerings in marketing, management, computer technology and data processing to encourage exploration and preparation for a broad range of careers in business? Yes_____ No_____

C. Instructional Materials

1. Do examples and exercises represent women and men, diverse racial/cultural groups and the disabled in active and passive, traditional and nontraditional roles? Yes_____No_____

2. Do examples and exercises use both Anglo-origin names such as Mary Jones, Bob Smith and James Baker as well as names of non-Anglo origin such as Juanita Ramos, Mitsue Yatshima or Jonathan Youngbear? Yes_____No_____

3. Do male and female students, students from diverse cultural/racial groups and disabled students all have access to equipment, such as computers, which may be specialized and require high capital expenditure? Yes_____No_____

4. Have business teachers communicated with the library media staff about acquiring multicultural, nonsexist materials for teachers and students? Yes_____No_____

5. Are illustrations in texts, supplementary materials, displays, audio-visual aids, and on bulletin boards representative of the cultural/racial diversity in the United States as well as the roles open to men and women in today's society? Are disabled persons represented? Yes_____No_____

6. Are both women and men, diverse cultural/racial groups and the disabled shown in both active and passive roles? Yes_____No_____

7. Is information about men and women, the various cultural/racial groups and the disabled accurate in order to avoid reinforcing stereotypes? Yes_____No_____

8. Are members of diverse cultural/racial groups, both females and males and the handicapped portrayed in a broad range of social and occupational activities? Yes_____No_____

9. Are the contributions and involvement of men and women, diverse groups and the disabled included in business texts and other instructional materials? Yes_____No_____

10. Are instructional materials free of ethnocentric or sexist language patterns that may make implications about persons or groups solely based on their culture, race, sex or disability? Yes_____No_____

11. Do texts deal openly and accurately with racism, handicapism and sexism in the workplace and in the wider society? Yes_____No_____

D. Instructional Strategies

1. Has the business staff contacted other teachers, administrators, counselors and library media staff about mutual needs and concerns in carrying out MCNS education goals? Yes_____No ____

2. Are group activities such as role-playing, enterprise projects, etc. used as vehicles for building trust and cooperation between the sexes and across cultural groups? Yes_____No____

3. Are persons of diverse cultural/racial groups, as well as men and women in both traditional and nontraditional roles, used as community resource persons in the classroom? Yes_____No_____

4. Are students alerted to stereotyping when it occurs in instructional materials or in classroom discussion? Yes_____No____

5. Is there a plan to ensure that recruitment for cooperative education programs actively facilitates the movement away from segregated programs? Yes_____No_____

6. Is there a plan to help students comfortably transcend stereotypes when choosing career exploration and training sites? Yes_____No_____

7. Have classroom teachers informed resource people at community sites of the school's legal obligation to place students only at community sites that do not discriminate in employment? Yes_____No_____

8. When necessary, are supplementary materials used to offset bias found in instructional materials? Yes_____No_____

9. Do classroom teachers avoid using sexist or ethnocentric language? Yes_____No_____

10. Have classroom teachers alerted the counseling staff to possible MCNS guidance materials that are relevant to course work and career preparation in business? Yes_____No_____

11. Have classroom teachers (with others) identified special support strategies for nontraditional students? Yes_____No_____

12. For class visits to community sites, do classroom teachers attempt to locate nontraditional role models in the workplace? Yes_____No_____

13. Do business teachers assist elementary teachers in presenting basic business content from a multicultural, nonsexist approach? Yes_____No_____

14. Do teachers take advantage of special opportunities such as "career days" to expose students to nontraditional occupations? Yes_____No_____

15. Do teachers expect the same behaviors and sense of purpose from all students? Yes_____ No_____

16. Do business teachers themselves present positive role models for students preparing for work and life in a multicultural, nonsexist society? Yes_____ No_____

17. Are communications to students, including assignments, notes, etc. written in culturally sensitive and sex-inclusive language? Yes_____ No_____

18. Have teachers taken affirmative steps to inform all students regardless of race, culture, sex or disability that their involvement is welcomed in all business courses and programs? Yes_____ No_____

19. Is there a balance between large group, small group and individual activities in the classroom schedule so that all students regardless of sex, race/culture and disability are encouraged to become integrally involved? Yes_____ No_____

20. Do teachers avoid grouping students on the basis of gender or race? Do they instead group in ways to encourage cooperation and trust? Yes_____ No_____

21. Are teachers familiar with the requirements of Title IX, Title VI of the Civil Rights Act and Section 504 of the Vocational Rehabilitation Act? Yes_____ No_____

22. In reflection of current management theory, are behaviors such as openness, intuitive thinking and cooperation rewarded in males as well as females? Are independence, risk-taking and assertion rewarded in females as well as males? Yes_____ No_____

Bibliography of Resource Materials

The following materials are recommended resources for business educators striving to implement multicultural, nonsexist education concepts. They are primarily teacher resources, but some include lists of materials or activities that can be used in the classroom. This is a selective listing that can provide a base for a growing resource collection.

Alexander, Donald. *101 Business Tips for Women Entrepreneurs*, DHA & Associates Publishing Company, P.O. Box 1861, Seattle, Washington 98111. (206) 682-0620. 1981. $9.95.
Provides tips for women in business, just starting a business or planning to enter the workforce. Over 100 business women were interviewed about their successes, frustrations, challenges and obstacles.

Bird, Caroline. *Enterprising Women*. Mentor Books, New American Library, 120 Woodbine Street, Bergenfield, New Jersey 07621. (201) 387-0600. 1976. $1.95.
Uses a biographical approach to help secondary students trace the economic history of women in the U.S. from 1776 to the present. The women in the book are samples chosen to illustrate the variety of economic scenes in which women have played starring roles at various periods in our history. The stories shed light on the economic opportunities and contributions of women in relatively unexplored corners of history.

Bowers, Ellen and Hummel, Judythe. *Factors Related to the Underrepresentation of Women in Vocational Education Administration: A Literature Review*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1979. $6.75.
Reviews studies on women in educational administration, discusses both interpersonal and organizational factors that influence the current underrepresentation of women in vocational education administration, reviews legislation and recommends new directions for research.

Campbell, Patricia. *Business as Usual, Sex Stereotyping in Business Education*. EDC/WEEA, Order Department, 55 Chapel Street, Suite 200, Newton, Massachusetts 02160. (800) 225-3088. 1979. $4.50.
This self-contained inservice packet holds a 30-minute audiocassette, a bibliography, an instruction sheet, and masters for handouts and overhead transparencies. Although designed for use with teachers, it could also be used in secondary classrooms.

Carr-Ruffino, Norma. *The Promotable Woman: Becoming a Successful Manager*. Wadsworth Publishing Company, 10 Davis Drive, Belmont, California 94002. (415) 595-2350. 1982. $15.95.
This book combines basic managerial principles and theory with the unique problems women face getting into management and developing as managers. Readings, activities and exercises are designed to increase skills and to help the reader understand and use the existing culture in business organizations.

Cassedy, Ellen and Nussbaum, Karen. *9 To 5: The Working Woman's Guide to Office Survival*. Penguin Books, 40 West 23rd Street, New York, New York 10010. (212) 807-7300. 1983. $5.95.
The authors, when they were employed as clerk-typists, were among the 10 founders of 9 to 5, National Association of Working Women. Based on actual experiences, the book provides insights into issues of concern to women office workers and gives suggestions for improving working conditions and satisfactions.

David, George and Watson, Gregg. *Black Life in Corporate America: Swimming in the Mainstream*. Doubleday. 501 Franklin Avenue, Garden City, New York 11530. (516) 294-4561. 1982. $14.95.
An account of the unique problems, rewards and psychological costs encountered by Black Americans as they seek to enter the area of corporate management. Combines interviews

of 160 Black and White managers with management literature to focus on issues such as tokenism and the effects of the current conservative backlash.

Dickens, Floyd and Dickens, Jacqueline. *The Black Manager: Making It in the Corporate World*. AMACOM: American Management Association, Trudeau Road, Fulfillment Department, Saranac Lake, New York 12983. (212) 586-8100. 1982. $17.95.

Based on research involving the first generation of successful black managers, the book describes a four-phase developmental model combined with pertinent anecdotal accounts at each phase.

Donnell, Susan M. and Hall, Jay. "Men and Women as Managers: A Significant Case of No Significant Difference," *Organizational Dynamics*, Spring, 1980. AMACOM, a Division of American Management Associations. Available through Publications Services, American Management Association, Saranac Lake, New York 12983. (518) 891-1500. Identifying #0090-2616/80/0013-0060. Minimum order: five reprints for $17.50.

The authors, in a comprehensive review of studies of male and female managers conclude that . . . "Women, in general, do not differ from men, in general, in the ways in which they administer the management process." This erodes the explanation that disproportionately low numbers of women in management are a result of different brands of management practice. The authors suggest, however, that neither women nor men should continue to conform to male-oriented management styles in the interests of both individual achievement and corporate viability.

Deutsch, Nancy, Gassman, Barbara and Weiss, Lonnie. *Maximizing Options for Students in Business*. For ordering information, contact Barbara Bitters, vocational equity coordinator, Bureau of Equal Educational Opportunity, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707. (608) 266-9609. 1983. Approximately $6.00.

Local-level Wisconsin business educators and state vocational equity personnel collaborated to produce this curriculum guide which has these features; 1) focuses on changing technology and other emerging issues in business, 2) provides sex equity information to students, 3) encourages male enrollment in office education, 4) upgrades perceptions of teachers and students regarding the value of business-related occupations, 5) explores ways today's students can prepare for greater advancement and increased wages as office professionals. In-depth background is provided for instructors as they prepare and teach from this comprehensive and detailed guide. An excellent classroom resource for secondary level.

Donne, Faith. *Options: A Curriculum Development Program for Rural High School Students*. WEEA, Educational Development Center, Inc. 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088. Price Total Package $147.50.

This program equips high school students with the information and problem-solving skills needed to make career and life planning decisions. Students practice their new knowledge and strategies in simulated situations. Exposes rural secondary students to a wide variety of business careers to which they might otherwise lack exposure.

Eliason, Carol. *Entrepreneurship for Women: An Unfulfilled Agenda*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1981. $2.35.

Reviews recent developments in entrepreneurship education, with a focus on programs for women where such programs exist. Discusses the relationship between vocational guidance and entrepreneurship training.

Fernandez, John P. *Racism and Sexism in Corporate Life: Changing Values in American Business*. D. C. Heath and Co. Lexington Books, 125 Spring Street, Lexington, Massachusetts 02173. (617) 862-6650. 1981. $14.00, paperback.

This book documents the continued presence

of racism and sexism in the corporate world and examines the effects on minority and majority individuals of both sexes. Suggests a practical management system by which corporations can overcome racism and sexism, turn the diversity of their work force into an asset and deal more effectively with changing values in the workplace.

French, Laura and Stewart, Diana. *Women in Business*. Raintree Publishers, 205 W. Highland Avenue, Milwaukee, Wisconsin 53203. (800) 558-7264. 1979. $12.85.
Presents brief biographies of prominent business women, including Coco Chanel, Barbara Proctor, Irma Wyman and Mercedes Bates. Useful for giving upper elementary students views of a few successful business women.

Grebner, Marythea. *Business Management Training for Rural Women*. EDC/WEEA, Publishing Center, Order Department, 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088. 1983. $4.00.
Rural women own stores and manage businesses far more than do urban women. This manual is intended for the use of educators and counselors who work with enterprising rural women, as well as the women themselves. It contains ideas and activities for tailoring secondary school business courses to meet the needs and interests of female students in rural areas.

Hoyt, Kenneth B. *Career Education and Minorities*. Available in a 1980 reprint from the Career Education Division of the Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-4702. 1977. Price Free.
One of a series of monographs dealing with career education, this booklet gives background information on career education for minority students including an explanation of minority concerns and possible approaches to meeting these concerns.

Johnson, David W. et al. *Circles of Learning: Cooperation in the Classroom*. Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, Virginia 22314. (703) 549-9110. 1984. $8.50.
This easily read and understood book gives a rationale, based on research, for using cooperative learning approaches in the classroom in order to improve productivity, build collaborative skills and build trust and esteem between all students regardless of race, sex, national origin or disability.

Kanter, Rosabeth Moss. *Men and Women of the Corporation*. Basic Books, Inc. 10 East 53rd Street, New York, New York 10022. (212) 593-7057. 1979. $8.95.
A prize-winning classic in the field of women in management, this book is valuable for its insights into the ways organizational power and mobility affect women in the corporate world, the status of women and some barriers women must overcome to succeed as managers.

Loring, Rosalind K. *Women and their Preparation for Professional and Managerial Careers*. Available through National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1979. $4.50.
Examines issues in counseling, educational programs and support systems. Includes recommendations for future actions to aid working women. Lists professional women's groups that can help.

Mathews, Martha and McCune, Shirley. *Try It, You'll Like It: A Student's Guide to Nonsexist Vocational Education*. Available through the Council of Chief State School Officers, 400 N. Capitol Street, Suite 379, Washington, DC 20002. (202) 624-5300. 1978. $1.00.
This workbook helps students explore interests, consider roles in the paid work force and evaluate whether nontraditional vocational education might offer a way to pursue interests or gain skills needed for work inside or outside the home. It also helps students become familiar with their legal rights to nondiscrimination and equal treatment in schools and employment.

Minaugh, Carol J. and Tiger, Miller R. *Extending the Benefits of Vocational Education to Indian Populations: Integrated Planning Package*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio

43210. (800) 848-4815. 1980. $15.00.

Contains suggested activities, strategies, surveys and exemplary programs developed to assist in extending the benefits of vocational education to American Indian populations through state vocational agencies.

National Center for Research in Vocational Education. *Unlocking Nontraditional Careers*. Available through National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. Four modules. 1983. $44.00.

This set of sex equity training packages offers a variety of approaches to improving sex equity in vocational and teaching programs. Each packet includes materials for a complete workshop including: teaching guides and outlines, handout and transparency masters and other media. The four modules are: Communication Skills (instructional materials for teachers to use with students), $14.00; Enhancing Placement (training materials for instructors, counselors and employers), $20.00; Parent Awareness (presentation materials and activities for parents of prevocational students), $5.10; and Recruitment Skills (training materials for vocational educators in recruitment roles), $5.50.

National Center for Research in Vocational Education. *Resources: Materials for Special Needs Learners* and *Resources: Agencies and Organizations that Serve Special Needs Learners*. National Center for Research in Vocational Education, 1970 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1979. $8.75 for the "materials" packet and $3.25 for the "agencies and organizations" packet.

These publications list resource materials and key contacts that can assist educators and others concerned with multicultural, nonsexist approaches in education.

National Center for Research in Vocational Education. *Equity in Vocational Education: A Futures Agenda*. National Center Publications, 1920 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1982. $5.50.

This book contains selected presentations made at the National Equity Colloquium held at the National Center. Each of the papers gives background and definitive steps toward resolution of the special problems of equity in vocational education programs. Readers can use the ideas presented to plan and effect personal future agendas for educational equity.

National Center for Research in Vocational Education. *Perspectives on Equity* (a series). National Center Publications, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. $30.00, the set, or $2.35 each.

- Equity from a Vocational District Director's Perspective, by Richard Adams
- Equity from an Economic Perspective, by Gilbert Cardenas
- Equity from a Public Administration Perspective by Yearn H. Choi
- Equity from a Bilingual Education Perspective, by JoAnn Crandall
- Equity from Vocational Education Research Perspective, by Nancy Carol Eliason
- Equity from a Sex Fairness Perspective, by Nancy Smith Evans
- Equity from a State Administrator's Perspective, by Geneva Fletcher
- Equity from a Special Education Perspective, by Marc Hull
- Equity from a Business, Industry and Labor Perspective, by Irving Kovarsky
- Equity from a Racial/Ethnic Perspective, by Samuel D. Proctor
- Equity from a Legal Perspective, by Lisa Richette
- Equity from a Sociological Perspective, by Jerome Salomone.
- Equity from an Anthropological Perspective, by Henrietta Schwartz
- Equity from an Aging Specialist's Perspective, by N. Alan Sheppard
- Equity from a Large City Director's Perspective, by Lucille Campbell-Thrane
- Equity from a Vocational Teacher Educator's Perspective, by Clyde Welter
- Equity for the Disadvantaged: From a School Board Member's Perspective, by Carol Schwartz

Pickens, Judy E. *Without Bias: A Guidebook for*

Nondiscriminatory Communications. International Association of Business Communicators, 870 Market Street, Suite 940, San Francisco, California 10017. (415) 433-3400. 1982. $14.95.

Written specifically about business communications, this book shows how to identify and eliminate conscious and unconscious biases based on sex, disability, age and other qualities that creep into written and visual communication. It uses real-life cases and examples to expose discriminatory practices at meetings and workshops, in internal and promotional publications and in daily speech and correspondence. This is an excellent basic MCNS resource for business educators.

Project MOVE. *Expanding Roles: Activities for Promoting Youth Leadership and Organizations*. Available through Project VOICE/MOVE, Regional Planning Center, 1915 Watervliet-Shaker Road, Albany, New York 12205. (515) 456-9281. 1980. $10.00.

A student organization activity kit containing activities for youth group members and advisors to do, including "how to" guidelines and factual information to expand roles and develop leadership. Includes: filmstrip, "Expanding Roles," a game, and a set of 12 cartoons suitable for bulletin boards and other uses. This kit would also be useful to classroom teachers who are not club sponsors.

Promoting Sex Equity in the Classroom: A Resource for Teachers of Vocational and Technical Education. Available from the Publications Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3038. 1979. $6.24.

An Iowa team of vocational and technical educators, including more than 80 classroom teachers, worked together to develop materials, evaluation guidelines and instructional modules for promoting sex equity in the classroom. Sample lesson plans field-tested by secondary and post-secondary instructors are included.

Reubens, Peggy. *Vocational Education for Immigrant and Minority Youth*. National Center for Research in Vocational Education. 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1983. $4.25.

Examines the unique problems that these youths have in the mainstream American work world, and offers information and recommendations about helping them make successful transitions from school to work. Makes suggestions for implementing bilingual education, individualized instruction based on learning styles, multicultural curricula, and other means to aid immigrant and minority youth bound for the work world.

Sargeant, Alice G. *The Androgynous Manager*. AMACOM, A Division of American Management Associations, 135 West 50th Street, New York, New York 10020. (212) 586-8100. 1981. $12.95.

The author analyzes the strengths of excellent managers and suggests that both men and women can become more effective managers by developing certain strengths which have formerly been designated as characteristic of the other sex, and by learning to use those behaviors when it is appropriate.

Steiger, JoAnn and Schlesinger, Sue. *Fostering Sex Fairness in Vocational Education: Strategies for Administrators*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1979. $2.20.

Although written expressly for administrators, this booklet provides all educators with a concise and complete overview of sex equity issues and alternative strategies that will foster sex fairness in vocational education.

Strauss, Ned and Walther, Lynn. *The Catalyst Training Package: Increasing Options for Rural Youth*. EDC/WEEA, 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088. 1982. $11.00.

A comprehensive training package that has been successful in helping educators, students and community groups expand career education and educational equity in rural settings.

Smuts, Robert W. *Women and Work in America*. Schocken Books, Department 707, 200 Madison Avenue, New York, New York 10016. (212) 685-6500. 1984. $4.95.
A relatively concise historical review that puts into perspective the continuously developing role of women in the work life of America since the beginning of the century.

Swann, Ruth N. *Financial Aid for Minorities in Business*. Garrett Park Press, Garrett Park, Maryland 20896. (301) 946-2553. 1983. $3.00.
Lists and describes students financial aid programs available to minority students. Includes a list of resources for further information including supportive associations in the business field and a bibliography of related reading materials.

Vetter, Louise, et al. *Sugar and Spice is Not the Answer: A Parent Handbook on the Career Implications of Sex Stereotyping*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1977. $4.50.
Explains how children's career options can be limited by sex-role stereotyping, why it is important that children not be limited by preconceived sex roles, and what parents can do to help combat stereotyping. Explores the socializing influences of sex-role stereotyping of male and female behavior, career choices and participation in the work force.

Vetter, Louise, et al. *Factors Influencing Nontraditional Vocational Education Enrollments: A Literature Review*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1979. $8.75.
Reviews professional literature, discusses why students enroll in nontraditional programs and offers more than 140 strategies for increasing nontraditional enrollments.

Vetter, Louise, Spain, Rodney and Kelly, Maureen. *Building Your Own Scenario: Business and Office Occupations*, from the series "Sex Equity and Alternative Futures." National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1981.
The purpose of this training manual is to aid business educators in infusing the concepts and practices of sex equity throughout their professional work.

Wall, James E. (edit) *Vocational Education for Special Groups*. Sixth AVA Yearbook. Available from Special Publications, American Vocational Association, 2020 North 14th Street, Arlington, Virginia 22201. 1976. $12.00.
Identifies special educational needs of target groups such as minorities, women and the handicapped. Describes specific strategies vocational educators can use to work effectively with these students.

Wilson, Marie C. *Management Basics for Minority Women and Minority Woman's Survival Kit: Personal and Professional Development for Minority Women*. EDC/WEEA, 55 Chapel Street, Newton, Massachusetts 02160. (800) 225-3088. 1983. $4.25 each.
These modules, developed at Drake University, address needs specific to minority women. Although intended for use with adult women, business educators can gain insights into the social dynamics affecting minority women which can be integrated into the K-12 curriculum.

Working Women. *Hidden Assets: Women and Minorities in the Banking Industry*. National Association of Office Workers, 1224 Huron Road, Cleveland, Ohio 44115. 1980. $3.00.
Reviews bank employment practices and government anti-discrimination enforcement as it pertains to women and minorities.

Women on Words and Images. *Guidelines for Sex-Fair Vocational Education Materials*. National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. (800) 848-4815. 1978. $4.95.
This set of three booklets offers a variety of suggestions for eliminating sex bias in instructional materials. The set includes: "Guidelines for Sex-Fair Vocational Education Materials," "Guidelines for the Creative Use of Biased Materials in a Non-Biased Way," and "A Checklist for Evaluating Materials." These booklets are designed to raise awareness and to offer strategies for evaluating, adopting, adapting and developing non-biased materials for classroom use.

Audiovisual

Choosing . . . Prepare for Business . . . Prepare for Life. Slide/audio-cassette. 9 minutes. Developed by the Pennsylvania Department of Education. Available on loan from the Educational Equity Section, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3784 or 5502. 1983.

This package was designed as an instructional tool to provide junior high students with more information about business and business education. It emphasizes the skills, courses and job opportunities available to them by taking business classes in high school. The main objective is to motivate students to become aware of evolving sex roles in business, changing occupations within business due to technology and skills students presently use that are related to business. The packet includes an instructor handbook and sample student handbook.

The Fable of He and She. Color film. 11 minutes. Available from Customer Service, Learning Corporation of America, 711 Fifth Avenue, New York, New York 10022. (212) 397-9360. 1974. Sale $225.00, Rental $25.00, VTR $175.00. (Also available through several AEA media centers.)

This fable, animated with clay figures, challenges the stereotypical division of work. In the end, new ways are found to divide labor so that individuals are able to work at what best suits them. Charming, humorous and non-threatening. Useful and enjoyable for all ages and groups.

Hidden from History: Working Women Past and Present. New Day Films, P.O. Box 315, Franklin Lakes, New Jersey 07417. (201) 891-8240. Free film "rental" for audiences under 19 years of age when teachers purchase a packet of 20 study/activity booklets and educator's guide for $38.00 or contact New Day Films for sliding rental-purchase cost scale.

These four award-winning films with accompanying student activity booklets and teacher's guides, are designed as instructional tools for focusing students on their future roles as active working members of U.S. society. Each can be used as the core of a full curriculum unit on women and work or used within units on economics, global studies, the contemporary workforce, etc. The four films are:

With Babies and Banners: Story of the Women's Emergency Brigade
The Emerging Woman
Chicana
The Global Assembly Line

Killing Us Softly: Advertising's Image of Women. Color film. 30 minutes. Cambridge Documentary Films, P.O. Box 385, Cambridge, Massachusetts 02160. (617) 354-3677. Rental $50/day, $65/2 days, $100/week. Purchase $454.

Using hundreds of ads from magazines, newspapers, album covers and storefront windows, this film presents an analysis of corporate persuasion through $50 billion advertising industry that impacts every consumer in America. With a mixture of statistics, humor, insight and outrage, the film gives the message that ads may seem harmless and funny by themselves, but add up to a powerful sex role socialization message.

A Tale of "O": On Being Different. Slidetape. 18 minutes. Goodmeasure, Inc. Available on loan from the Educational Equity Section of the Department of Public Instruction. (515) 281-5502. 1980. Also available in videocassette and 16 mm film. For rental and purchase information, contact Goodmeasure, Inc., P.O. Box 3004, Cambridge, Massachusetts 02139, ATTN: Media and Publications Department. (617) 492-2714.

An entertaining audio-visual training program about the consequences of being different in organizations. Explores human diversity in a non-threatening, but thorough manner. Using animated "Xs" and "Os" to symbolize people, it helps minority and nonminority,

female and male, disabled and able-bodied individuals to live and work with people from whom they are visibly different. Although designed for use in business settings, this presentation is useful in a wide variety of situations. The detailed discussion guide includes introductory material and exercises.

When I Grow Up. Color film. 20 minutes. East Central Network and Illinois Vocational Curriculum Center, Sangamon State University, E-22, Springfield, Illinois 62708. (217) 786-6375. Available on a free two-week loan.

Short sequences show examples of sex role stereotyping as it exists in school from kindergarten through high school, vocational and non-vocational. It is geared towards all adults involved in any aspect of the education of students, but could be used in secondary classrooms as well. A discussion guide accompanies the film.

The Willmar 8. Color film. 50 minutes. Available from California Newsreel, 630 Natoma Street, San Francisco, California 94103. (415) 621-6196. Rental, $75, Sale, $690. Conferences: Apply.

The Willmar 8 is a pathbreaking documentary about working women which has been featured on the front page of *The Wall Street Journal*, excerpted on CBS's *60 Minutes*, won critical acclaim at international festivals, was broadcast nationally by PBS, and was dramatized on commercial TV. The film tells the story of eight unassuming, apolitical women in America's heartland - Willmar, Minnesota - who were driven by sex discrimination at work to take the most unexpected step of their lives and found themselves in the forefront of the struggle for women's rights. Risking jobs, friends, family, and the opposition of church and community, they began the longest bank strike in American history in a dramatic attempt to assert their own equality and self-worth. Widely used in management development programs. "Women's Worth," a teaching manual with activities to complement the film comes free with the rental or purchase of the film. It can also be used independently when exploring such issues as equal opportunity and comparable worth. It can be ordered separately for $3.50.

The Workplace Hustle. Color film. 30 minutes. Clark Communications and Creative Life Design, 943 Howard Street, San Francisco, California 94103. (415) 777-1668.

This film is designed to inform, motivate and sensitize by focusing attention on the damaging effects of sexual harassment on productivity and morale with the hidden human and monetary losses to the employer. Narrated by Ed Asner, using real people and situations, the film explores the behavior and motivations of harassers; details the real costs of unchecked harassment on victims and employers; discusses the impact of recent court rulings on personnel policies and procedures; and outlines common sense, solution oriented strategies.

Women in the Corporation: On a Par, Not a Pedestal. Color film. 26 minutes. Available from Document Associates, Inc., 211 East 43rd Street, New York, New York 10017. (212) 246-5522. Rental, $50, Purchase: film--$400, VTR--$340.

This film depicts how Connecticut General Insurance Company developed and implemented an affirmative action program and a series of in-house workshops on sex equity which are considered to be exemplary. Discusses the roles of clerical and managerial women within the organization. A study guide is available with the film.

Periodicals

Black Enterprise. 12 issues. $10/year. Earl G. Graves Publishing Company, Box 185, Mount Morris, Illinois 61054. (212) 889-8220.

This magazine features news, information and concerns of the Black American business community.

Business Education Forum. 8 issues. $25/year. Oct.

through May. Official journal of the National Business Education Association, 1914 Association Drive, Reston, Virginia 22091. (703) 860-8300.

This magazine occasionally carries articles which relate to MCNS approaches to business such as:

"OMBE and Business Education For Minorities," John L. Jenkins, April, 1973.

"Declining Enrollments? Recruit Males Into Your Program," Willis S. Vincent, November, 1981.

"Important Business Competencies For the Woman Entrepreneur," Judy High Diffley, April, 1983.

Entrepreneurial Woman Newsletter. 6 issues. $18/year. Sunshine Press, 3221 Bloomfield Park Drive, West Bloomfield, Michigan 48033. (313) 626-3248.

A newsletter for entrepreneurial women and those who are considering venture initiation.

Executive Female. 6 issues. $29/year--includes membership in the National Association for Female Executives (NAFE). 120 East 65th Street, New York, New York 10022. (212) 371-8086.

Offers a fairly sophisticated level of helpful articles for women managers. Typically, issues are organized around a theme such as functional skills, working relationships, etc.

Hispanic Business Magazine. 12 issues, $24/year. Hispanic Business Publications, Box 6757, Santa Barbara, California 93111. (805) 964-3041.

Features news, information and concerns of the Hispanic American business community.

Journal of Business Education. 8 issues, Oct.-May. $25/year. Heldref Publications, 4000 Albermarle Street, Washington, DC 20016. (202) 362-6445.

This magazine occasionally features articles related to MCNS approaches to business education such as:

"Sexism in General Business Texts," Gary N. McLean and others, February, 1978.

"Business Education for Women Entrepreneurs," Calvin Kent, October, 1983.

"Sexual Harassment: A Necessary Topic for Business Curriculums," John P. Kohl, February, 1984.

Minority Business Today. Newsletter. 6 issues. No cost. U.S. Department of Commerce, 14th Street between Constitution Avenue and East Street, N.W., Washington, DC. (202) 377-3414.

This newsletter reports on activities and issues of concern to the minority business community, nationally.

National Business Woman. 6 issues. $8.50/year. National Federation of Business and Professional Women, Inc.

This magazine reports on the activities and issues of concern to BPW members.

VOC ED. Journal of the American Vocational Association, 2020 North 14th Street, Arlington, Virginia 22201. (703) 522-6121.

*The January, 1980 (Vol. 55, No. 1) issue is devoted to the concerns, perspectives and involvement of Black Americans in vocational education.

*The April, 1980 (Vol. 55, No. 4) issue is primarily an overview of sex equity in vocational education. It offers an assessment of the status of sex equity at the present, and some strategies for making greater progress in the future.

*The April, 1981 (Vol. 56, No. 3) issue is given over to the concerns surrounding vocational education for students who are handicapped. It provides insights and tips for helping handicapped students succeed.

Working Woman. 12 issues. $18/year. P.O. Box 10130, Des Moines, Iowa 50309.

An excellent monthly magazine for women who are thinking about upward mobility and for new women supervisors and managers. Basic articles of interest to working women and men at all levels are included.

Resource Organizations

The agencies or persons listed below are just a few of those that may provide assistance, ideas and information on resources to school districts as they implement multicultural nonsexist business education programs.

Business Education Consultants of the Iowa Department of Public Instruction. Area Schools and Career Education Branch, Iowa Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3575.
These consultants provide program assistance in all areas of business education.

Council for Exceptional Children. 1920 Association Drive. Reston, Virginia 22091.
The council is an excellent resource agency for educators who want to increase student awareness about disabled persons.

Dissemination Center for Women's Educational Equity Act Program. C/O Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160. Toll free number: (800) 225-3088.
The Women's Educational Equity Act (WEEA) was passed by Congress in 1974 to promote sex equity in education. Funds were made available for developing inservice training programs, curriculum evaluation instruments, sex fair curriculum materials and women's studies units. The center is responsible for disseminating the educational products of the WEEA program.

Educational Equity Section of the Iowa Department of Public Instruction. Grimes State Office Building, Des Moines, Iowa 50319. (515) 281-3152.
The Educational Equity Section is funded to provide assistance to Iowa educational agencies in the area of sex and race desegregation, multicultural, nonsexist curriculum, human relations, and bilingual education.

Iowa Area Education Agencies. Multicultural, Nonsexist Education Coordinators.
The area education agencies have begun to build a capacity for providing assistance to school districts as they work toward educational equity goals. Each agency has a consultant who has responsibility for multicultural, nonsexist education. You are encouraged to contact your local area agency coordinator.

Midwest Race and Sex Desegregation Assistance Center. Bluemont Hall, Kansas State University, College of Education, Manhattan, Kansas 66506.
The Midwest Center is a federal agency that provides assistance to school districts in Iowa, Nebraska, Kansas and Missouri in the areas of sex and race desegregation, multicultural, nonsexist curriculum and human relations.

Minority Business Development Agency. (MBDA) Department of Commerce, 14th & Constitution Ave., N.W., Washington, DC. 20230. (202) 377-1936.
The MBDA, formerly the Office for Minority Business Enterprise, was established to develop and coordinate a national program for minority business enterprise. The agency was created to assist minority business in achieving effective and equitable participation in the American free enterprise system and in overcoming social and economic disadvantages that have limited their participation in the past. MBDA provides national policies and leadership in forming and strengthening a partnership of business, industry and government with the nation's minority businesses. Management and technical assistance is provided to minority firms on request, primarily through a network of local business development organizations. Specialized business assistance is available to firms exhibiting growth potential or involved in growth of high technology sectors of the economy. The agency also funds centers throughout the nation which assist minority

firms in the commercialization of new technologies.

The Information Clearinghouse of MBDA provides information about minority business and disseminates MBDA publications. Call (202) 377-2414 or write to Room 6708 at the Department of Commerce.

National Origin Desegregation Assistance Center. School of Education, University of Wisconsin--Milwaukee, 453 Enderis Hall, P.O. Box 413, Milwaukee, Wisconsin 53201.

This center is one of nine "Lau" centers in the United States funded by the U.S. Office of Education under Title IV of the Civil Rights Act of 1964. The charge of the center is to assist school districts in providing whatever special services are necessary to ensure that a student whose dominant language is not English is not limited in his or her participation in educational activities by a lack of proficiency in English. The center serves 10 Midwest states including Iowa.

National Association of Black Women Entrepreneurs. P.O. Box 1375, Detroit, Michigan 48231. (313) 963-8766.

Acts as a national support system for Black businesswomen in the U.S. and focuses on the unique problems that face both present and future Black businesswomen. Offers symposia, workshops and forums aimed at increasing the business awareness of Black women.

National Association of Minority Women in Business. City Square Center, P.O. Box 26412, Kansas City, Missouri 64169. (816) 421-3335.

Operates as a network to support and promote minority women in business occupations. Will try to identify members to serve as role models for career/business education activities and events.

National Association for the Advancement of Black Americans in Vocational Education. Dr. Ferman Moody, Blacksburg, Virginia 24060.

NAABAVE (Nay-bave) has been established as a forum for addressing Black and other minority concerns in vocational education. The organization functions primarily as a network for providing information, locating resources and promoting equality in vocational education programs.

National Center for Research in Vocational Education. Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (614) 486-3655 or (800) 848-4815.

The center is a valuable resource for vocational and career educators working to implement multicultural, nonsexist curriculum. It sponsors research, develops and disseminates educational materials, and provides informational services for the improvement of vocational programs. Write or call for a descriptive brochure and for publications listing educational materials available through the center for promoting equity in vocational programs.

National Coalition for Women and Girls in Education. One Dupont Circle, NW Washington, DC 20036. (202) 296-1770.

Formed in 1975, composed of 50 national non-governmental organizations, the coalition works together on a broad range of issues affecting the rights and opportunities of women and girls in elementary, secondary, post-secondary and vocational education.

National Federation of Business and Professional Women's Clubs. 2012 Massachusetts Avenue, NW, Washington, DC 20036. (202) 293-1100.

An alliance of individuals organized to improve the professional, personal, economic and educational outlook for women by dealing with major economic, social and political issues affecting women in the U.S. workforce.

9 to 5. National Association of Working Women. 1224 Huron Road, Cleveland, Ohio 44115. (216) 566-9308.

A membership organization promoting rights and respect for office workers. Call or write for membership and newsletter information and a publications listing.

United States Small Business Administration. Iowa Field Offices, 210 Walnut Street, Des Moines, Iowa 50309, (515) 284-4567; and 373 Collins Road NE, Cedar Rapids, Iowa 52402, (319) 399-2571.

The S.B.A. is a federal agency created to assist, counsel and promote small businesses. The

agency makes special efforts to assist women, minorities and the handicapped to get in business and stay in business. Their mission is such that they are limited mainly to working in out-of-school settings, but they may be a source of information for business educators.

Women's Bureau. Office of the Secretary, U.S. Department of Labor, Washington, DC 20210. (202) 523-6611.
The bureau has produced many reports on the status of women in the labor force; booklets, pamphlets and handbooks for women, educators and employers, as well as project reports on women and training. A publications list is available on request.

Listed below, without description, is a sampling of other organizations organized to foster professional development and equal opportunity in business occupations.

American Alliance of Women Entrepreneurs
1710 Connecticut Avenue NW
Washington, DC 20009
(202) 387-6066

American Association of University Women
2401 Virginia Avenue NW
Washington, DC 20006
(202) 785-7750

American Business Women's Association
National Headquarters
9100 Ward Parkway
P.O. Box 8728
Kansas City, Missouri 64114
(816) 361-6621

Association of Business and Professional Women in Construction
331 Madison Avenue
New York, New York 10017

Coalition of Women in National and International Business
1900 L Street NW
Washington, DC 20036
(202) 833-5580

International Association of Personnel Women
P.O. Box 3057
Grand Central Station
New York, New York 10017

International Network of Business & Professional Women
6424 NE Mallory
Portland, Oregon 97211
(503) 289-0400

National Association of Business and Industrial Saleswomen
90 Corona, Suite 1407
Denver, Colorado 80218
(303) 777-7527

National Association of Women Business Owners
2000 P Street NW, Suite 410
Washington, DC 20036
(202) 388-8966

National Association of Women in Construction
2800 W. Lancaster
Fort Worth, Texas 76107
(817) 335-9711

National Association of Insurance Women
1847 E. 15th Street
P.O. Box 4694
Tulsa, Oklahoma 74104
or
Furlong Insurance Company
280 NW 42nd Avenue
Miami, Florida 33126
(305) 446-0832

Women in Information Processing Inc. (WIP)
1000 Connecticut Avenue NW
Suite 9
Washington, DC 20036
(202) 298-8000

Women's Workforce
c/o Wider Opportunities for Women
1649 K Street NW
Washington, DC 20006
(202) 638-4868